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ABSTRACT

This paper reports the result of a three-year research project that implemented the idea of university professors as volunteers to provide released time for public school inservice teachers. It reviews the conception of the idea and gives a detailed account of an actual experiment involving a group of professors and a local high school. The experiment focused on activities related to the objectives of recruitment, training, management, and evaluation. Evaluations of volunteer programs by selected university professors are also included. (DS)

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RELEASED TIME FOR IN-SERVICE TEACHERS? TRY VOLUNTEERS
(University Professors)

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INTRODUCTION

This paper reports the result of a three-year research project that implemented the idea of university professors as volunteers to provide released time for public school inservice teachers: It reviews the conception of the idea and gives a detailed account of the actual experiment with a group of Jackson State University professors and Blackburn Junior High School, a school in the Jackson Public School System in Jackson, Mississippi. The report is highlighted by the evaluation of three persons, Dr. John L. Shourts, Dr. Marie O'Banner and Dr. Leon Howard, who were volunteers and realized benefits through ideas gained that greatly enhanced their already advanced individual programs as a result of actually being in the public school classroom.

Leggette

Earl C. Leggette

ACKNOWLEDGEMENTS

In spite of the rapid and extensive spread of the various arrangements of the use of university professors as volunteer teachers to release the regular classroom teacher of the public school to engage in inservice training programs, many persons must be involved in the process to make this arrangement possible.

No amount of words can express the appreciation which is accorded the Deans of The Schools of Education, Liberal Studies and Graduate Studies at Jackson State University for their invaluable concern and support given the Jackson State University "team" that gave of their talents and time to make the Blackburn Junior High School Project a success.

The administration at Jackson State University has consistently supported the Jackson State University "team" in its involvement with Blackburn Junior High School and has supported the "team" in preparing for The Annual AACTE Convention being held in Chicago.

Without the support of the principal of Blackburn Junior High School, the teachers and staff of the school, none of the experiences of the university professors with the public school classroom would have been possible. There must be a combined effort between the public schools and the university personnel to insure a continued partnership between the two institutions.

Special acknowledgements are extended to the first two university professors who volunteered when the idea was perceived by many to be a joke, Dr. Evelyn J. T. Leggette, Assistant Professor of Reading and Dr. Leon Howard, Associate Professor of Administration and Supervision. Secondly, appreciation is expressed to all volunteers and well-wishers; and, thirdly, gratitude is extended to those persons who used their influence, courage, and time to make this presentation possible.

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THE USE OF UNIVERSITY PROFESSORS AS VOLUNTEER

SUBSTITUTES TO PROVIDE RELEASED TIME FOR INSERVICE TEACHERS

THE IDEA

Early 1940's

A careful review of The Jackson College Catalog and Manual of Courses, 1954-46 verifies that the idea of using university professors as substitutes to provide release time for inservice teachers is not new. Since the purpose of the instruction was "to train teachers for the elementary community schools for the State", it was only natural that "Jackson College train its student teachers in real situations." Even though "studying and exploring the cooperating rural communities was accepted as a part of the work of an instructor at Jackson College as library study and research", the "requests for visiting actually came from the teachers themselves because they felt the need of and responsibility for the laboratory work in a community program."

Since each area worked out its own plan, there were a number of plans. The most interesting plan included an inservice training component whereby;

> each faculty member, like each student, lived and taught for a short period in one of the rural communities and its schools. During this time the regular school teacher was invited to Jackson College to spend the time in study, observation, and participation at the laboratory community school. This period in the community gave the instructors a chance to become acquainted with the problems of the people and the children, and to find out what the people thought about these problems. The periods in the community were periods of exploration and of informal research and investigation carried on by actually living and teaching in a community. This plan was

> put into effect for the first time during the fall quarter of 1942-43.[1]

The Mississippi State legislation offering inservice staff development in public education mandates that, "the State shall provide an inservice program." Even though the State provides the program, "the State must allow optional attendance" because all teachers' needs are not the same. Further, teacher certification must be regulated by the director of The Division of Instruction and his office may even establish requirements for inservice training. The legislation also states that, "board of trustees are further authorized and empowered, at their discretion, to pay, from district funds other than minimum education program funds the whole or any part of the salaries of teachers granted leaves for the purpose of special studies or training."

Mid 1970's

A modern day version of the idea of using university professors to provide release time at Jackson State University was conceived during the 1975-76 academic year under the auspices of Teacher Corps. At the end of the Eighth Cycle Teacher Corps Project, the associate director was looking back to see what else could have been done to solve some of the problems experienced and simultaneously realize more mileage from the efforts. A careful effort had been made to train interns to provide inservice training for cooperating teachers and university professors which proved to be very successful. Reflection was further made to the

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[1]The Jackson College Catalog and Manual of Courses, 1945-46, p. 20.

volunteer community resource pool which included some professors with community oriented talents such as repairing TV's, income tax preparations and management. These were all directed toward the community. Then, came the question "what would have happened if the professors had been asked to volunteer to relieve public school teachers while these teachers were in inservice workshops?" A review of the evaluations made by professors who gave in-class demonstration for interns and teachers showed that they enjoyed the actual working with children for a change. This was further proof that practical examples were superior to theoretical ones.

THE EXPERIMENT

The Problem

The Eleventh Cycle Teacher Corps provided an opportunity to evaluate the effects of implementing the idea. The experimental design of this study proposed a solution to the problem of "how can teachers be released from instructional responsibilities to participate in inservice training activities during the regular school day without expending funds for substitute teachers?" The problem is compounded due to the unwillingness of many school districts' boards of trustees to expend funds for this purpose, or it simply does not have sufficient funds available to pay for a substitute while the teachers are released from regular teaching to participate in the inservice activities.

Objective Related to Problem

There are a number of ways that the identified problem might be addressed; several of which are discussed in other portions of this

meeting. The Teacher Corps Project staff at Jackson State University believed that the best way to address this problem, in our situation, was to seek volunteer substitutes. Accordingly, our objective was to provide volunteer substitute teachers to release regular teachers to participate in inservice training activities. A subsidiary objective was to institutionalize the volunteer substitute program within the school districts with which we work so that after the project had run its course, the vehicle for providing released time would remain.

Activities Related to Objective

Recruitment: The success of the volunteer substitute teacher program depended on the identification and recruitment of appropriate personnel. Recruitment efforts were directed primarily at four populations: (1) community persons, (2) parents, (3) university graduate students, and (4) university professors.

1. Community Persons. This population was reached through advertisements to the news media, the school community council, and other community agencies. The population attracted through this effort included certified, retired teachers who looked forward to an occasional reentry into the classroom; certified, non-employed teachers who were eager for an opportunity to demonstrate their skills; and an occasional business executive who was looking for a novel and interesting experience.

2. Parents. This population was reached most effectively through the principal and the PTA, and included: mothers of children in the school who were certified teachers, but for a variety of reasons were either unemployed, on vacation, or working at other jobs.

3. University Graduate Students. This population was reached through university advertisements and announcements. The population attracted through these efforts included certified graduate students who were: (1) former teachers but are now full-time students and who enjoy an occasional change in routine; (2) full-time students who have never taught but who planned to teach and who appreciated the experience; (3) full-time students who wanted to field test a teaching theory; or (4) part-time students in one of the previously mentioned categories.

4. University Professors. This population was reached through announcements and personal contacts, and included certified university professors in The School of Education and The School of Liberal Studies who: (1) enjoyed the practical teaching experience with children; (2) wanted to field test a teaching theory or method; (3) wanted to use this experience as a community service.

Personal contacts with the prospective volunteers were made via telephone, or private home and business visits by appointments. Those persons who expressed interest were asked to complete a simple, standard form which requested the following information: person's name, address and phone number, days and times the person might be available, three choices of teaching interest in rank order, and the advance time required for notification.

After the completed forms were returned, and this was a continuous process, these data were transferred to index cards and filed according to the individual's teaching area preference and the days available. As the need for a substitute arose, the data were retrieved and the individual was contacted by the coordinator of the

volunteer substitute pool. If a larger pool of substitutes existed, the use of a computer retrieval system would facilitate the process.

It was very important that the volunteers knew that if they were called and could not serve on the day requested, no problem or hard feelings were created. It was communicated to them that an attempt had been made to establish a volunteer pool with enough depth so that someone was always available. We wanted the volunteers to avoid feelings of guilt if they had prior commitments.

Training: All volunteer teachers participated in some form of orientation and/or training. These activities were designed to help the volunteer substitute function effectively in the classroom of those teachers who were participating in inservice activities. Initially, participants were briefed either in small groups or on an individual basis on how the volunteer program functioned. At this point, it was explained that periodic training workshops would be provided. The training was divided into two parts: training during the school year and training during the intervening summer.

As a result of several needs assessments, topics believed to treat the training needs of volunteers were worked into the following seminars and workshops with periodic recurrence.

1. Models of Teaching. This workshop was provided as a part of the inservice program for teachers to familiarize the participants with five models of teaching (concept attainment, non-directive, inquiry, role playing, and jurisprudential).

2. Competency Based Teacher Education. This workshop was designed to orient participants to (a) the Teacher Corps Program, (b) how competencies were delineated and taught, and (c) how to

follow a previously made lesson plan.

3. Diagnostic/Prescriptive Teaching. This workshop was designed to review and explore the basic idea of DPT and its application in the classroom.

4. Human Relations. This workshop was designed to provide experiences necessary for smooth teacher/teacher relationships and smooth teacher/student relationships.

5. Metrics Workshop. This workshop was designed to provide an "all you need to know" approach to metrics.

6. Reading in the Content Area. This workshop was designed to complement the Diagnostic/Prescriptive Teaching Workshop in a special way. It emphasized strategies for integrating reading instruction in the regular classroom.

Management: As with any program, management holds the key to success or failure. This is especially true for a volunteer program. The system for effectively delivering volunteer services to the appropriate person at the time needed must be systematic and the responsibility for matching the school's needs with the volunteer service must be the responsibility of one person. The routine involved worked in the following manner:

Step 1. Individual teachers inform the volunteer coordinator that he/she needs a substitute at least three days prior to the date needed.

Step 2. Individual teachers give the coordinator a copy of the lesson plan for the days the volunteer substitute would be involved.

Step 3. Volunteer coordinator contact volunteers to confirm their work schedule.

Step 4. Individual teachers notified of specific volunteers by volunteer coordinator.

Step 5. Individual teachers contact volunteers to provide detailed information where needed.

Step 6. Volunteer teacher reports 15-30 minutes prior to class.

Step 7. Volunteer reports students' progress to teacher.

Evaluation

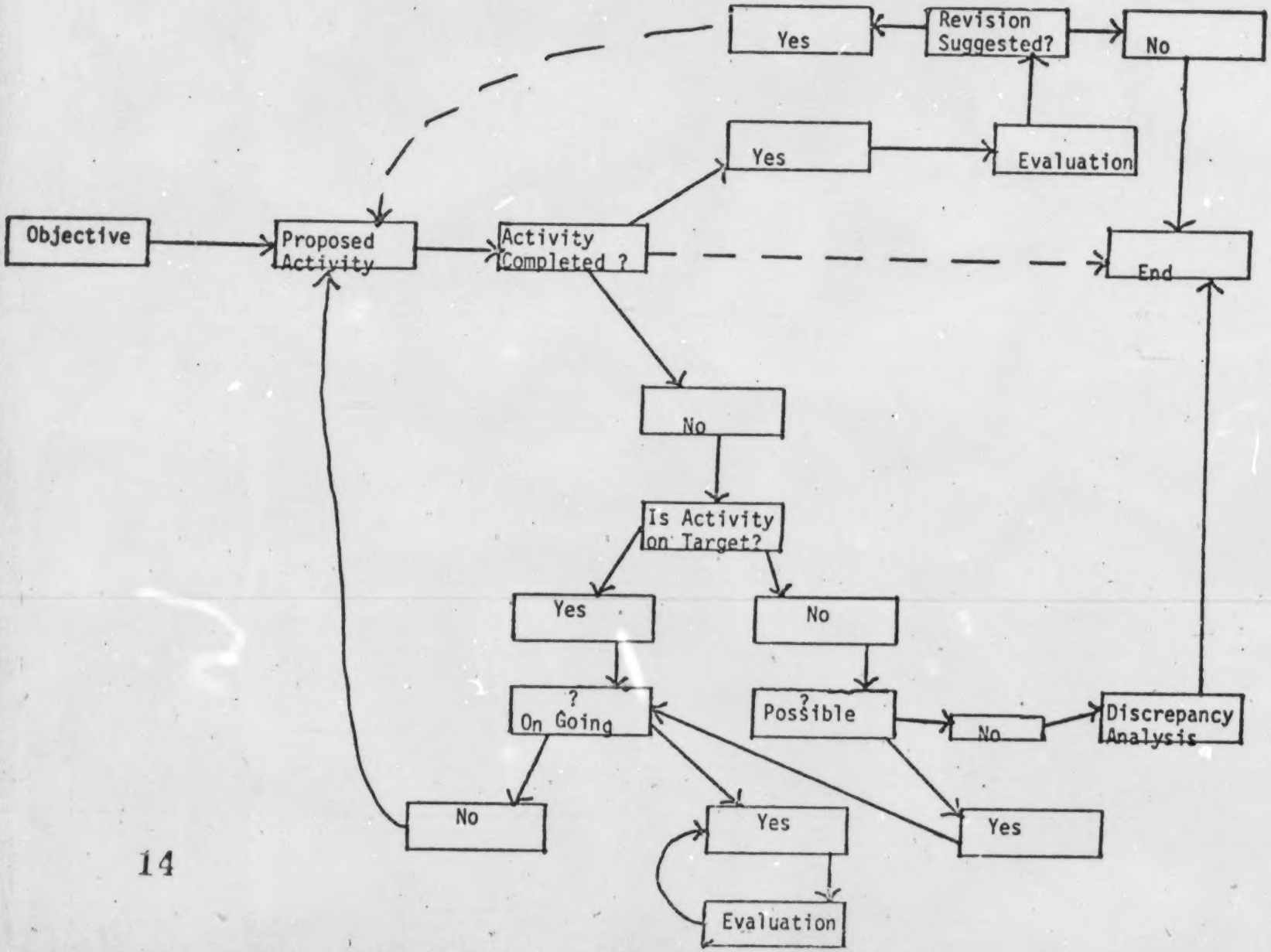
The primary objective of this effort was to provide volunteer substitutes to release inservice teachers for inservice training. The development of the Leggette Model of Evaluation Flow proved to be a real asset in this effort. This model involves three categories of evaluation: (1) by teachers, (2) by administrators, and (3) by university professors. Consideration was given to two questions: (1) Were substitutes provided?, and (2) was the training provided for the volunteer substitutes adequate for their needs?

Volunteer substitutes were provided and served while the regular teachers received their inservice training. Therefore, the answer to the first question in all cases was "yes".

The second question, "was the training provided for the volunteers adequate for their needs?" was handled with a bit more formality.

By Teachers: At the end of the experimental period (5/18/78), inservice teachers were asked to respond to a twelve item Teachers' Evaluation of Teacher Corps Inservice Program Form. For item #11, "Volunteer substitutes to provide released time for teachers to receive inservice training is a good idea"; 89% - "yes" and 11% - "no" with 100% of thirty-eight teachers responding.

FLOW FOR EVALUATION: THE LEGGETTE MODEL



Similarly, a Teacher/Course Evaluation Form - Critical Thinking Index with an actual versus preferred Likert rating scale with eleven items was revised and administered to a random group of teachers, substitutes, and staff persons of the site school. The first administration covered the 1976-77 academic year and the second administration covered the 1977 summer inservice program. Two null hypotheses were tested.

Hypothesis 1: There is no significant difference between the training actually received and the training preferred to have been received by the volunteer substitutes during the 1976-77 academic year.

Hypothesis 2: There is no significant difference between the training actually received and the training preferred to have been received by the volunteer substitutes during the 1977 summer inservice program.

Table I shows a failure to reject Hypothesis 1 using a simple "t" test. Table II shows a failure to reject Hypothesis 2 using a simple "t" test. Therefore, we failed to reject both Hypothesis 1 and 2. Therefore, it is concluded that the volunteer substitutes received adequate training during the 1976-77 academic year and the 1977 summer inservice program.

Consequently, on both the teacher's evaluation and critical thinking index, the teachers perceived the training given to volunteers as adequate.

By Administrators: The principal of the high school expressed appreciation for the use of volunteer substitutes by sending each professor a certificate of appreciation.

The Vice President for Academic Affairs of Jackson State University verified endorsement by noting this plan as one designed to

Table 1
Comparison Between Training Outcomes and Trainee Expectations During the 1976-77 Academic Year

Var	N	$\bar{X}$	$\sigma_{\bar{x}}$	df	t	P
Pre	26	46.346	6.349	25	1.669	*p> .05
Post	26	48.231	6.408			

*for significance at the .05 level with 25df, t≥ 2.060

Table 2
Comparison Between Training Outcomes and Trainee Expectations During the 1977 Summer Inservice Program

Var	N	$\bar{X}$	$\sigma_{\bar{x}}$	df	t	P
Pre	31	48.710	6.368	30	0.230	*p>.05
Post	31	48.935	6.175			

*for significance at the .05 level with 30df, t≥2.042

enhance the academic climate at Jackson State University. To insure permanency of the idea, he forwarded the Leggette Plan to each academic dean at the university and requested that each support the project of university professors as volunteers. He further wrote letters of appreciation to the volunteers.

By University Professors: At the end of the experimental period, paid consultants and volunteers were asked to respond to a ten item Consultant Evaluation Form. For item #7, "will you agree to spend one-half (3 hours) per month in the actual classroom of an elementary or secondary school teacher either observing, doing volunteer demonstration teaching, or engaging in one-to-one dialogue after the Teachers Corps funds are exhausted?"; 54% -"yes indeed", 29% - "yes", and 16% - "sometimes".

For item #6, "did you gain new ideas by providing this service that will help you enhance your personal program as a professional?"; 58% - "yes indeed", 38% - "yes", and 2% - "somewhat". See papers by Drs. O'Banner, Howard, and Shourts.

Some professors were among those persons completing the critical thinking index with the teachers.

On the evaluation forms completed by thirty-five volunteers, all agreed to continue to return.

Therefore, it is believed by this researcher at Jackson State University that the best way to provide released time for inservice teachers is to recruit and train university professors as volunteer substitutes. It is self-supporting; it is a continuous process, and it works.

ABOUT THE RESEARCHER

Earl C. Leggette is a tenured Professor of Secondary Education (Mathematics) at Jackson State University, Jackson, Mississippi. He has studied at The University of Tennessee, The University of Oregon, The University of Southern Mississippi, Tuskegee Institute and holds BA Degree in Mathematics from Rust College, MAT Degree in Mathematics Education from Mississippi State University and Ed.D. Degree in Mathematics Education from Rutgers University.

He has taught three years at the secondary level, five at the junior college and six at the university levels. He has made presentations at four international, two national, three district, and five state conferences. He has directed a state and national confernece on competency based teacher education, network conference (five states) on diagnostic/prescriptive teaching and many local workshops and conferences on mathematics education and metrics education.

He is a member of at least thirteen professional organizations including Editor of the Delta Epsilonian (The Newsletter of Utica Chapter of Phi Delta Kappa), Chairman of the Mathematics Section of Mississippi Association of Educators, and Treasurer of the Mississippi Council of Teachers of Mathematics. He is the faculty elect member to the University Graduate Council. He was the state delegate to the National Council of Teachers of Mathematics Meeting in San Diego, California in 1978. He is the adult men Sunday school teacher at The Church of Christ (Holiness), USA.

Dr. Leggette's list of thirteen publications and creative writings include three books: Arithmetic of Bead Strings, Mathematics Problem

Solving Activities, and Communication Skills: A Guide for Office Personnel. He has chapters in two books: Metric Talks and Problems and Processes of Inservice Education. He holds an AAAA Mississippi Teaching Certificate in Mathematics. His teaching specialities are mathematics education, statistical methods in education, metric education, research and mathematical analysis (real).

Currently, he teaches methods of teaching mathematics education, research and statistics for The School of Education and mathematical analysis and statistics for The School of Business and Economics at Jackson State University.

He is married to the former Evelyn Jean Thompson (Ph.D, Reading) and has two children (boy--15 and girl--14), and is thirty-eight years old. He lives in Jackson, Mississippi.

EVALUATION OF A VOLUNTEER PROGRAM

BY SELECT UNIVERSITY PROFESSORS

1. John L. Shourts

   "Personal University Program Enhanced: An Articulation Model for Sophomore Career Decisions"

2. Marie O'Banner

   "I Tried Volunteering: It Worked"

3. Leon Howard

   "Personal University Program Enhanced: Foreign Scholars and International Visitors"

PERSONAL UNIVERSITY PROGRAM ENHANCED: AN ARTICULATION MODEL FOR SOPHOMORE CAREER DECISIONS - John L. Shourts

THE QUESTION

How can a university professor volunteering to substitute in a junior high school gain knowledge that will aid in improving an articulation model of a university program?

Discussion

Volunteering to substitute in a junior high school was an exciting and rewarding venture. What were my first impressions? Some were:

-- What would it be like to work with junior high school students?

-- How would they accept me?

-- Would the methods used to teach university students work with these students?

-- Would I survive the first day?

Orientation Session with Junior High School Principal to Discuss:

1. Teacher handbook of the school.
2. Class that would be assigned to me.
3. General information on the students.
4. Instruction from the regular teacher.
5. Class roll.
6. Tour of the building.

Need for Cooperation Between Public School and the University

1. To provide for exchange of ideas.

2. To permit a laboratory setting in the public schools for the university students.
3. To develop materials at the university workshops to help the public school teachers.
4. To permit an exchange of personnel.
5. To develop leadership at both levels to assist with common problems.

Objectives of The School of Education at Jackson State University

1. To provide both preservice and inservice programs for the preparation of personnel for teaching, educational administration and other specialized fields of work in elementary and secondary schools.
2. To provide leadership in the improvement of educational programs and facilities.
3. To provide leadership and assistance in the improvement of educational programs of public and private schools and other educational agencies.
4. To provide programs for students who desire to pursue careers in other professions.

Trends and Changes in Pre-service Preparation Programs for Teachers

The trend generally has been toward:

1. More field experiences.
2. Broader field experiences.
3. Earlier field experiences.
4. Field experiences in locations that reflect typical classroom conditions.

Jackson State University's School of Education inaugurated, during the 1972 winter quarter, a program to provide more and earlier public school classroom experiences for its students whose objective was teaching. The project was assigned the title: "Sophomore Career Decision Program in Teacher Education".

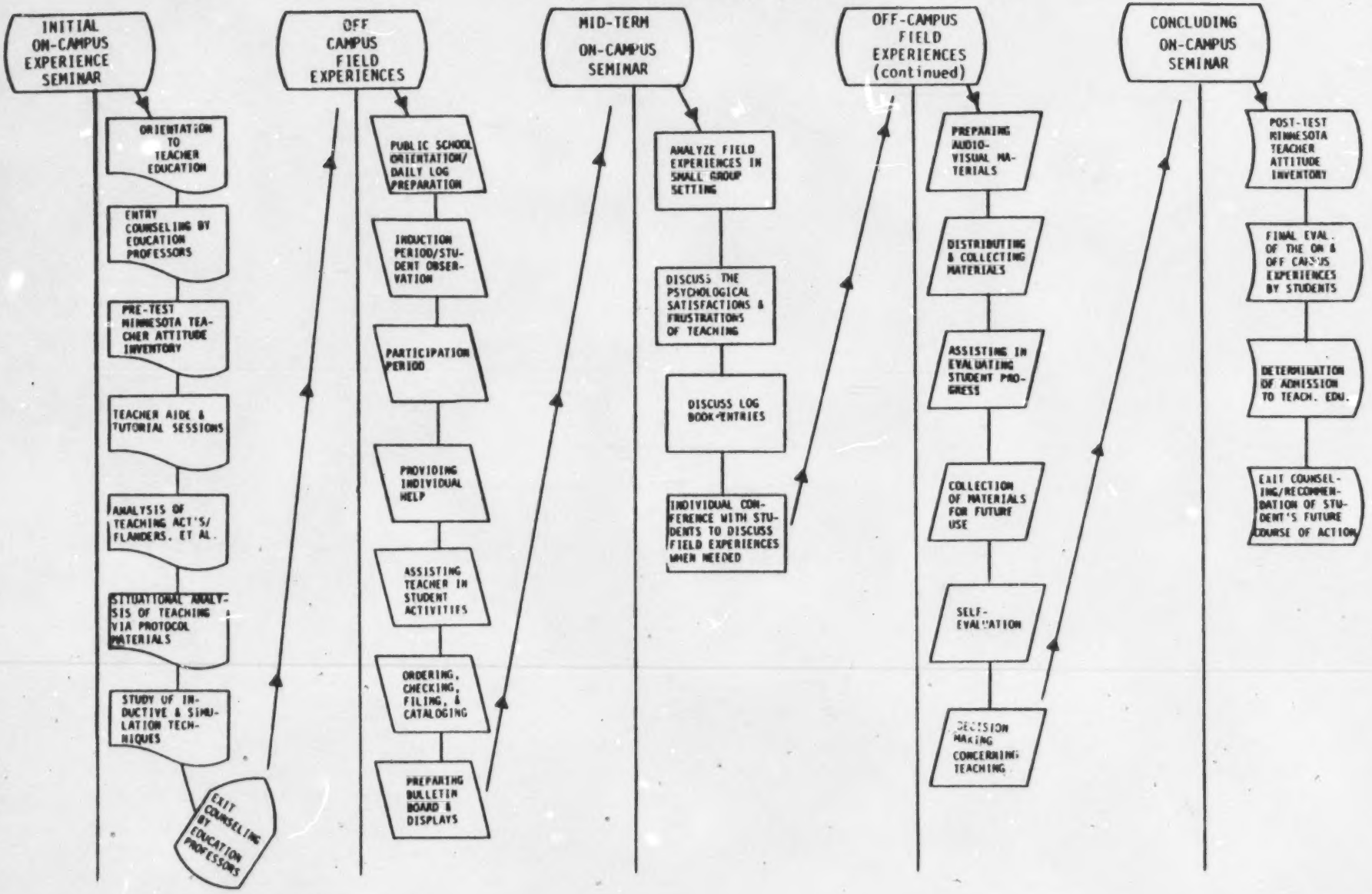
The experience is of one semester duration. It is competency based with behavioral objectives and it is designed in modules. Each student who plans to teach is required to complete the course as a prerequisite to admission to the teacher education program. It is recommended that this course be taken at the sophomore level. The primary purposes of the experience is to provide an early on-site introduction to classroom teaching so the the student is better able to make decisions concerning teaching.

It is the strong belief of many that a carefully designed field orientation can aid university students in understanding more clearly the expectations of a career in teaching, can facilitate the communication of important concepts through their application in "the real world" context, and can provide opportunities for the development of operational skills in guiding learnings which are essential to the beginning teacher. The school system can realize benefits of individualization and enrichment of instruction through the addition of personnel who can assume tutorial, clerical, materials development, and other instructional tasks. The stimulus to the teaching and administrative staff as they interact with university staff and students and with their own associates in the planning and implementation of such experiences is another important product.

A quality program of teacher education entails precision planning

Articulation Model
Sophomore Career Decision Program

Developed by John L. Shourts


INITIAL ON-CAMPUS EXPERIENCE SEMINAR
ORIENTATION TO TEACHER EDUCATION
ENTRY COUNSELING BY EDUCATION PROFESSORS
PRE-TEST MINNESOTA TEACHER ATTITUDE INVENTORY
TEACHER AIDE & TUTORIAL SESSIONS
ANALYSIS OF TEACHING ACT'S/ FLANDERS, ET AL.
SITUATIONAL ANALYSIS OF TEACHING VIA PROTOCOL MATERIALS
STUDY OF INDUCTIVE & SIMULATION TECHNIQUES
EXIT COUNSELING BY EDUCATION PROFESSORS
OFF CAMPUS FIELD EXPERIENCES
PUBLIC SCHOOL ORIENTATION/ DAILY LOG PREPARATION
INDUCTION PERIOD/STUDENT OBSERVATION
PARTICIPATION PERIOD
PROVIDING INDIVIDUAL HELP
ASSISTING TEACHER IN STUDENT ACTIVITIES
ORDERING, CHECKING, FILING, & CATALOGING
PREPARING BULLETIN BOARD & DISPLAYS
MID-TERM ON-CAMPUS SEMINAR
ANALYZE FIELD EXPERIENCES IN SMALL GROUP SETTING
DISCUSS THE PSYCHOLOGICAL SATISFACTIONS & FRUSTRATIONS OF TEACHING
DISCUSS LOG BOOK ENTRIES
INDIVIDUAL CONFERENCE WITH STUDENTS TO DISCUSS FIELD EXPERIENCES WHEN NEEDED
OFF-CAMPUS FIELD EXPERIENCES (continued)
PREPARING AUDIO-VISUAL MATERIALS
DISTRIBUTING & COLLECTING MATERIALS
ASSISTING IN EVALUATING STUDENT PROGRESS
COLLECTION OF MATERIALS FOR FUTURE USE
SELF-EVALUATION
DECISION MAKING CONCERNING TEACHING
CONCLUDING ON-CAMPUS SEMINAR
POST-TEST MINNESOTA TEACHER ATTITUDE INVENTORY
FINAL EVAL. OF THE ON & OFF CAMPUS EXPERIENCES BY STUDENTS
DETERMINATION OF ADMISSION TO TEACH. EDU.
EXIT COUNSELING/RECOMMENDATION OF STUDENT'S FUTURE COURSE OF ACTION

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and cooperation between the various public school systems and the university. University professors, public schools administrators and teachers need to operate with a common frame of reference for both instructional and administrative efficiency.

Revision of an Articulation Model of a University Program

The visitation to a public school classroom as a volunteer substitute teacher to provide released time for the regular classroom teacher provided the investigator an opportunity to review the process of Jackson State University's articulation model of its Sophomore Career Decision Program in Teacher Education. Since the inception of the Sophomore Program a continuous revision has been carried out. The various components are designed to provide practical experiences for the students. Elements of this model include five steps:

Step 1. Initial On-Campus Experience Seminar. Students are assigned to one of eight team members in individual classes for six weeks meeting one day a week from 8:00 a.m. until 10:50 a.m. to discuss:

a. Orientation to Teacher Education
b. Entry Counseling by Individual Professors
c. Pre-test Minnesota Teacher Attitude Inventory
d. Teacher Aide and Tutorial Sessions
e. Analysis of Teaching, Flanders and Others
f. Situational Analysis of Teaching Via Protocol Materials
g. Study of Inductive and Simulation Techniques
h. Exit Counseling by Individual Professors

Step 2. Off-Campus Field Experiences. Students are assigned to various public and private schools to observe and to participate in the

classrooms for eight weeks reporting once a week from 8:00 a.m. to 10:30 a.m. to discuss:

a. Public School Orientation/Daily Log Preparation

b. Induction Period/Student Observation

c. Participation Period

d. Providing Individual Help

e. Assisting Teacher in Student Activities

f. Ordering, Checking and Cataloging

g. Preparing Bulletin Boards and Displays

Step 3. Mid-Term On-Campus Seminars. Students report to a campus seminar in the afternoon after being in the field that morning. Each student works with his/her individual instructor in discussing the following:

a. Analysis of Field Experience in Small Group Settings.

b. Discussion of the Psychological Satisfactions and Frustrations of Teaching

c. Discussion of Log Book Entries

d. Individual Conferences with Students to Discuss Field Experiences When Needed

Step 4. Off-Campus Field Experiences (Continued)

a. Preparing Audio-Visual Materials

b. Distributing and Collecting Materials

c. Assisting in Evaluating Progress

d. Collecting Materials for Future Use

e. Self-Evaluation

g. Decision-Making Concerning Teaching

Step 5. Concluding On-Campus Seminar

a. Post-Test Minnesota Teacher Attitude Inventory

b. Final Evaluation of the On and Off-Campus Experiences by Students

c. Determination of Admission to Teacher Education

d. Exit Counseling/Recommendations of Student's Future Course of Action

"NEXT STEPS"

The aforementioned steps have already been implemented, but the researcher sees some future steps to be instituted at the university based upon his experiences as a volunteer substitute teacher.

Volunteer Substitute Program

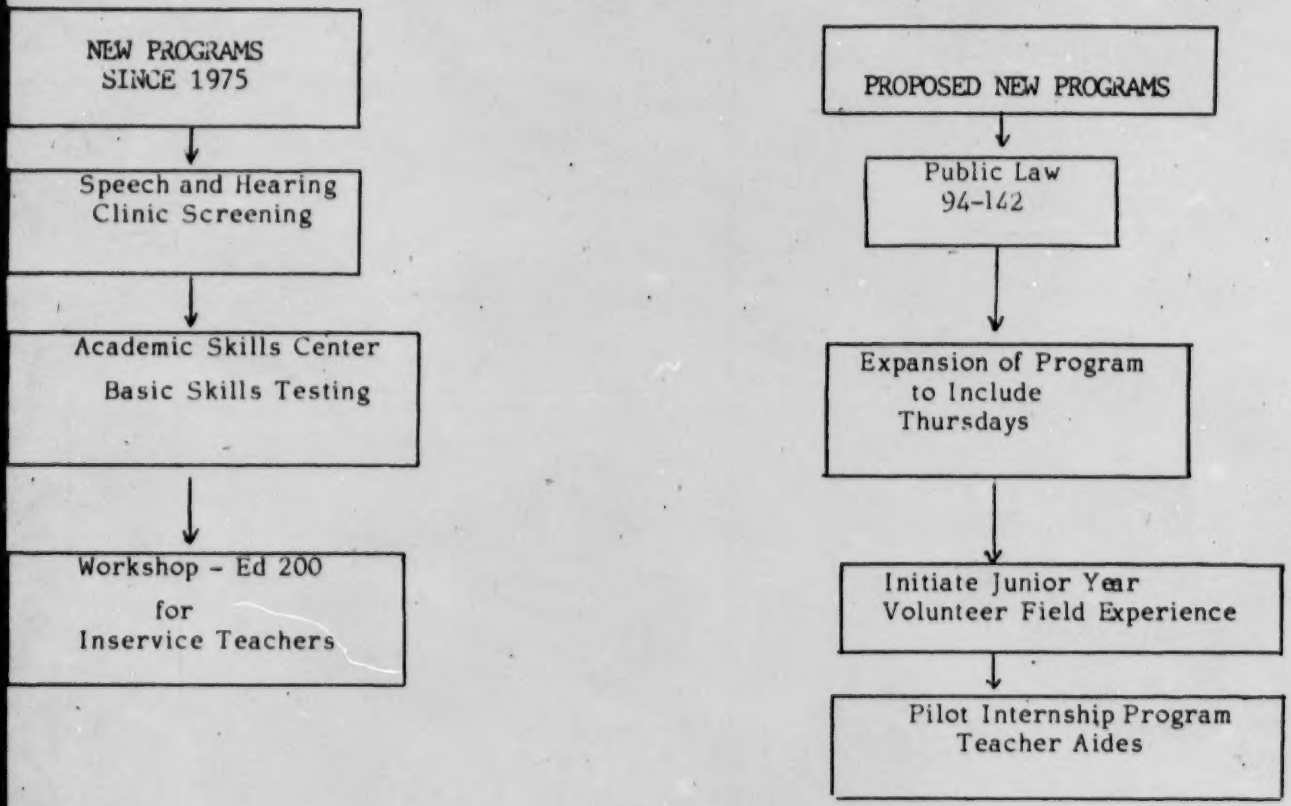
1. Continue to work with the present school and seek ways to improve the program.
2. Expand this program to other target schools in the area.
3. Consider the nearby rural community schools to be included in this out-reach effort.
4. Invite interested graduate students to join this volunteer team.
5. Invite administrators to join hands with the university faculty as a volunteer substitute teacher.

Sophomore Career Decision Program

While a great deal has been done toward implementing the Sophomore Career Decision Program at Jackson State University, a great deal remains to be done. The main factor that complicates the task ahead is that of trying to decide the order in which the "next steps" should be

Articulation Model
Sophomore Career Decision Program

Developed by John L. Shourts



undertaken. All seem to be important and all seem possible given the work already done. Consequently, the decision will have to be made to direct attention, to the extent that resources permit, to a broad range of developmental and research activities during the coming year. These include two new programs: A Junior Year Volunteer Field Experience Program in Teacher Education and An Internship Program between Jackson State University and Jackson Public Schools.

PROPOSAL ONE

Title: "Junior Year Volunteer Field Experience Program in Teacher Education

Rationale: The primary purpose of this experience is to provide the junior year students in teacher education an opportunity for an extended interaction with students beyond the Sophomore Program.

At the present time, junior year education majors do not have enough options in terms of field experiences.

This volunteer field experience program would provide contracts for university personnel who work with students in an advisement capacity and at the same time provide the student this much needed, broadened field experience.

Course Expectations: This course will be non-credit and will consist of eighteen (18) hours of observation and participation in selected schools.

Attendance: It is expected that the student will attend a one-week seminar on campus before being assigned to a public school.

On-Campus Seminar: The purpose of this seminar is to provide coordination for the other parts of the participation program and to

assist the participants in integrating education theory with laboratory experiences. Some time will be devoted to setting tasks for the specific practical experiences which are sometimes a part of and sometimes a part from the classroom sections of the participants' program. Other times will be devoted to discussion of general educational theories and concepts.

Off-Campus Experiences: Approximately 5 hours (2 half days or 1 full day) per week will be spent in schools located in or near Jackson.

Other important aspects of the program are:

-- Variety of school sites available (elementary, secondary, "special") with possible placement in more than one site.
-- Weekly seminars with university instructors from the public school staff. Seminar emphasis on the nature of today's schools, analysis of the role of teacher and on career decision-making.
-- School site experiences and responsibilities to be determined by each participating school with suggestions from the university and individual students.
-- Transportation arrangements will be made by students with assistance from the Jackson State University staff.
-- Prerequisite completion of the Sophomore Career Decision Program in Teacher Education.

The Classroom Experiences: The primary objective of this section of the volunteer participation experience is to give the participant an opportunity for an extended interaction with students in learning situations. This will allow the participant to further test educational theory in a practical way.

It is impossible to describe the infinite variety of ways a

participant will become involved in classroom activities are as follows:

1. Working with individual students--answering questions, giving explanations, demonstrating, helping a student who has been absent.
2. Working with small groups--leading discussions, demonstrations, explaining, taking students to the library.
3. Observing instruction.
4. Discussing with the regular classroom teacher the objectives the teacher hoped to achieve with some activity or assignment or the reasons for his action in some situation.
5. Methods of evaluation, such as paper grading, test preparation and grading, use of workbooks and laboratory manuals, report cards and grade books.
6. Helping the regular teacher plan instruction.
7. Preparing a unit plan or daily lesson plan.
8. Joining in class discussion--if it seems appropriate and the participant is willing.
9. Preparing instructional materials--laboratory experiments, charts, graphs, specimens, work sheets, test, bulletin boards (remind participants that they may obtain materials from the Jackson State University Teacher Education Center when completed).
10. Visiting other classes-- for some specific purpose and with permission of the teacher visited.

The Out of Class Experience: In addition to the experiences with which the participant will become involved in the classroom and the college classes there will be provided opportunity to engage in a group of out of class activities. Examples of these out of class activities are provided below. The activities which have an asterisk beside them are items that all participants should complete.

A.	Date	OK	Repeat
1. Micro-Teaching *(a) Teach			
*(b) Reteach			
*(c) Clinic			
2. *Visit to Curriculum Laboratory			
3. *Visit to Selected Community Sites			
4. Prepare a Teaching Unit			
5. *Develop Case Study			
6. Independent Study Project			
7. Develop Lesson Plans			
B.			
1. *Audio Visual Competency Program			
(a) 16mm projector, automatic			
(b) 16mm projector, hand threaded			
(c) Overhead Projector			
(d) Carousel Slide Projector			

	Date	OK	Repeat
(e) Tape Recorder (reel to reel)			
(f) Opaque Projector			
(g) Film Strip Projector			

Self Evaluation: There will be a written self-evaluation of experience in the Junior Year Volunteer Program. This self-evaluation should include the student's thoughts concerning the meaning of the Junior Year Volunteer Program. The students should also list how the program could be improved.

PROPOSAL TWO

Title: An Internship Program between Jackson State University and Jackson Public Schools - A Pilot Program

Rationale: The decade of the 1960's certainly was recorded by present historians as a major turning point in American education. At no other time were the schools subjected to such close and critical examination. The entire educational establishment was exposed to the scrutiny of lay as well as professional critics; teaching and learning became subjects debated by all. To be prepared for teaching in the 1980's the new teacher needs more than the School of Education faculty can offer him. Knowledge, wisdom, and expertise must be elicited from any and all quarters.

Adequate preparation of teachers for their beginning professional roles demands a high level of collaboration between the university and the public schools which provide students the opportunity to work with "real students" prior to that first teaching job.

Jackson Public Schools and Jackson State University have expressed an interest in such a cooperative effort to develop an internship program for students at Jackson State University whose interest is teaching.

Student Eligibility: A screening process will be developed to select students from Education 200--Sophomore Career Decision Program.

The student must have a 2.5 average (on a 4.0 scale) based on course work completed.

Each student must sign up for nine (9) semester hours of course work during the internship.

Number of Interns in the Pilot Program: It is anticipated that ten (10) to twelve (12) students will be initially involved in the pilot program.

Major Fields of Participants: 1. Elementary Education, 2. Early Childhood Education, 3. Special Education, 4. Physical Education

Benefits for Students:

1. Development of a personal knowledge of children in a structured learning situation.
2. Development of a personal insight into the school as an institution, the socialization pressures of the school, and the realities and constraints of the teacher's role.
3. Development of a knowledge of the disadvantaged child. The culture gap between beginning teachers and their students can be greatly alleviated via field experiences with disadvantaged youths. Jackson Public Schools also provide excellent opportunities for field experiences in inner-city education.
4. Development of a personal knowledge of the teaching activity

via early field experiences in teacher aide and tutoring activities. Experiences which clarify the concepts of readiness, reinforcement, motivation, cognitive growth, concept formation and learning disabilities.

5. Development of a positive identity as a teacher so that self selection into teaching as a profession may take place.

Benefits to the University:

1. The preparation of teachers for their professional roles is impossible without significant experiences in the public schools.
2. If we are to prepare professional practitioners who can analyze situations against a background of relevant theory, the following benefits appear to be of importance:
   a. To record and collect situational protocol materials for in-class analysis.
   b. To establish and to articulate a professional sequence of laboratory experiences both in the classroom and on the field.
   c. To provide measures for evaluation of field experiences and career counseling to teacher candidates.
   d. To establish appropriately shared responsibility between the School of Education and the public schools in the processes of teacher education.

Benefits to the Public Schools:

1. Individualization and enrichment of instruction.
2. Clerical, clinical and tutorial aid.
3. In-service education in new materials and approaches.

4. The immediate values of the increased movement of university personnel and students into public school classrooms.

Long Range Benefits: The long range benefit of an internship field experience program is the education of a professional practitioner which is relevant to the needs of the public schools.

Supervision and Evaluation: Supervision will be the joint responsibility of the classroom supervising teacher, the principal and university personnel. Following the student's assessment by the university supervisor, it would seem beneficial to all if a conference could be arranged involving the student, the classroom teacher and the university supervisor for the purpose of exchanging information regarding the classroom experience, etc. This evaluation could be a verbal exchange followed up by a written report. The final conference is essential to yield the maximum benefit to participating students.

Financial Arrangement: Each student will be paid the minimum wage per hour for this experience. (To be paid by the Jackson Public Schools).

ABOUT THE CONTRIBUTOR

Dr. John L. Shourts, Associate Professor of Secondary Education serves as Coordinator of the Sophomore Career Decision Program in Teacher Education, Secondary Level. He earned the Ph.D. Degree at Southern Illinois University at Carbondale, Illinois. He was a National Fellow during the academic year of 1974-75.

Dr. Shourts has been involved in workshops with universities, colleges and school systems on the subject of career education. His role as consultant has given him a major role in many educational conferences. In terms of career education, his latest efforts have focused on university faculty institutes, career fairs, and career workshops. In the area of education, Dr. Shourts has done extensive work in workshop settings on the National Teacher Examination (NTE). He is the immediate past president of the statewide organization, Mississippi Association of Higher Education. He presently serves on the board of directors of the organization.

In addition to being involved in educational endeavors, he is also serving as chairman of a neighborhood advisory committee that recommends to the Jackson Mississippi Planning Board Community Action Programs. He is also a member of a founding body of neighborhood coalition network.

I TRIED VOLUNTEERING: IT WORKED

B. Marie O'Banner

Ladies and Gentlemen: My Colleagues, Earl Leggette and John Shourts, have spoken briefly about the initiation of the volunteer program and about the Sophomore Career Decision Program at Jackson State University as it relates to the volunteer-substitute program at Blackburn Junior High School in Jackson, Mississippi. It is my privilege to share with you some of the benefits of the program.

Since many persons begin teaching at the university with no prior teaching experience at public or private schools, they sometimes become the victims of not knowing how to act or react regarding the students. They wonder why the students cannot read; they ask why the students cannot write. Having no answers for either question, they simply theorize.

To begin theorizing about or to begin teaching principles, using the methods one has learned as a student at Yale, Harvard, New York, Indiana or Southern Illinois Universities, to the college freshman at Jackson State, Alcorn, or Mississippi Valley State Universities or any other university, is to exemplify ignorance on the part of the teacher. He is admitting that he is not aware of the learning environment from which the students have come, and, therefore, shortchanges himself and his students. When this is done, no matter how impressive the teacher's transcript may appear, he is still incapable of reaching his students.

There are no absolutes, so please don't misconstrue my comments to mean that only those persons having teaching experience in the public schools are good teachers. For a number of persons, many of your

colleagues and mine, have proven to be good, effective, college teachers with no formal teaching in public school settings, having only practiced taught for eight weeks, and some not at all. Therefore, one benefit of the volunteer-substitute program is that the university professor gets a meaningful, more realistic experience in dealing with his students.

At this point, I would recommend that university professors volunteer as substitute teachers to keep abreast of on-going changes and problems in the public school system so as to deal more effectively with problems on the university level, or simply to improve some of the existing programs at the university.

I fall into the category of having only done student teaching before becoming employed at an institution of higher education. So certainly my experiences at Blackburn Junior High School as a volunteer-substitute teacher provided me with information to help facilitate my responsibilities at the university.

My primary, professional purpose for volunteering at Blackburn was to release the English teacher of her classroom responsibilities so that she may participate in in-service workshop. On the other hand, my more personal concern was to observe students and other teachers in order to get ideas in ways to improve some of the adverse conditions on the university campus that, apparently, were a result of the public school's teaching or non-teaching. The first thing I did was to conduct a walk-in workshop on teaching strategies in English at the Junior High School. Having worked as coordinator of the English Proficiency Examination on campus, and having observed many deficiencies in the written communication of our prospective graduates, I surmised that some of the answers to my

problems rested with the junior high schools.

So, not only was I a volunteer to release the teacher of the school, but I also wanted to know what was actually going on in our public schools that fostered such poor habits in written communication. I mentioned that I am coordinator of The Undergraduate English Proficiency Examination (UEPE). It is an essay examination given to all students at Jackson State University, once they reach junior status, to see how proficient they are in English. If the students pass the examination they are then to complete field experiences or any other required activities. If the students fail the examination they are required to register in Communication Skills 103, a course designed especially for those students who fail the UEPE. The course is modular designed and each student works at his own speed and, of course, the conscientious student tests out, while the lazy student flunks out. (see UEPE MODEL).

Having served as a volunteer-substitute, I was able to see why so many of our students scored poorly on the exam; thus, I wrote a proposal to conduct a walk-in workshop on preparing for the English Proficiency Examination.

If we as university professors are going to make a major impact in the kinds and quality of programs at the university level, then we must seek out the opportunity to become involved with the public schools and their personnel which includes the students. Try volunteering, you may like it.

UEPE Staff's Responsibilities

I. Psychometric Service

- A. Registers students
- B. Administers examination
- C. Notifies students about their performance

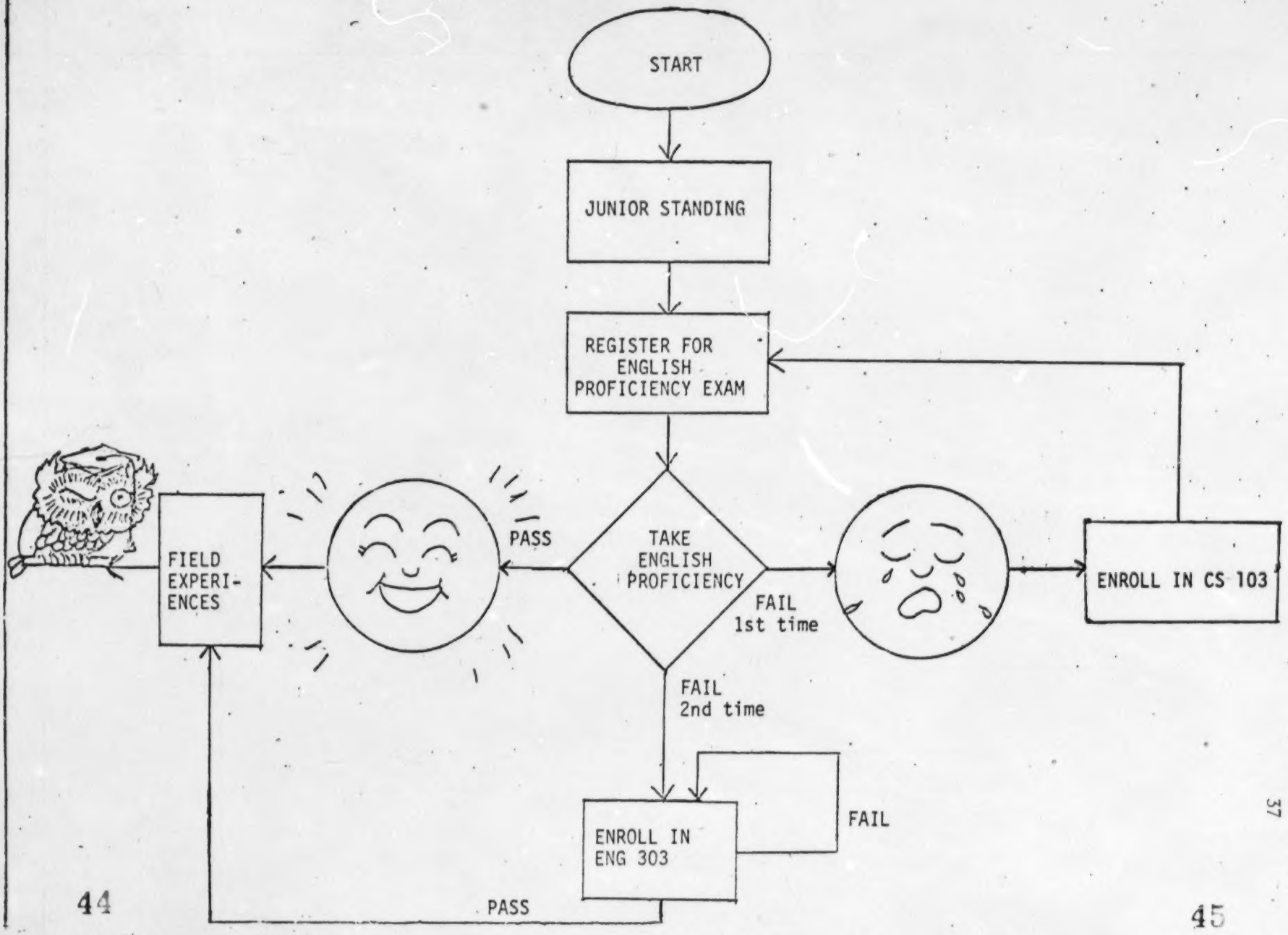
II. Graders

- A. Grade papers
- B. Submit papers to coordinator of EPE

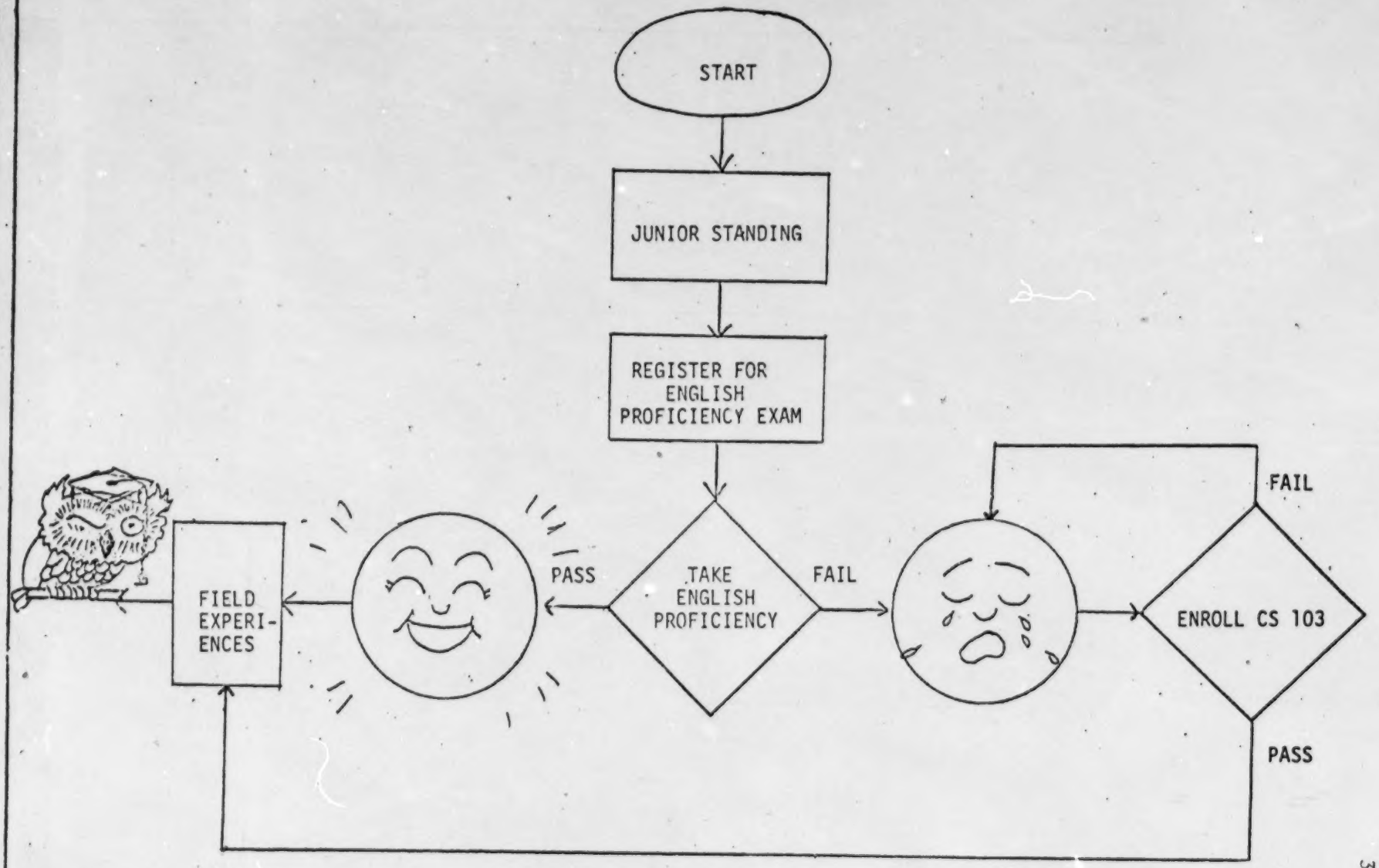
III. Coordinator of English Proficiency

- A. Receives exams from Psychometric Services
- B. Distributes exams for grading to English faculty
- C. Receives graded exams from English faculty
- D. Reports results to Psychometric Services

O'BANNER'S ORIGINAL UEPE MODEL



O'BANNER'S REVISED UEPE MODEL



ABOUT THE CONTRIBUTOR

Dr. Marie O'Banner is an Assistant Professor of English in the School of Liberal Studies at Jackson State University, Jackson, Mississippi. She earned the Ph.D. Degree in English at Southern Illinois University at Carbondale, Illinois.

Dr. O'Banner has been involved in workshops with universities, colleges, and school systems on may subjects. Her role as consultant has given her a major role in many educational conferences.

PERSONAL UNIVERSITY PROGRAM ENCHANCED: FOREIGN SCHOLARS AND INTERNATIONAL VISITORS

Leon Howard

My initial experience as a volunteer in this program gave me insight as to how I could share some resources being foreign scholars and international visitors. This was achieved through Jackson State University's involvement in the Mississippi College and University Consortium for International Studies.

The consortium is composed of five historically and traditionally Black institutions in Mississippi. Jackson State is the host institution, and I serve as the Consortium Director. On a shared basis with all member institution, programs and information are coordinated by and usually initiated at Jackson State University.

It is perhaps necessary to share a bit of the history and objectives of the consortium in order to shed some light on the benefits derived from the Volunteer Program.

On August 5, 1975, representatives from five historically Black institutions of higher learning met on the campus of Jackson State University, Jackson, Mississippi, and formed an international studies consortium to sponsor intercultural and international activities. The consultant for the meeting was a Special Assistant for International Minority Programs, Bureau of Educational and Cultural Affairs, United States Department of State.

The consortium is composed of schools that represent a blend of both private and public colleges and universities. They are:

Alcorn State University
Jackson State University
Mississippi Valley State University
Rust College, and
Tougaloo College

The primary objectives of the consortium are to promote greater awareness of and knowledge about international relations; and to promote intercultural and international understandings among the students and college/university personnel of the respective member institutions. Dr. Cleopatra D. Thompson, then Dean, School of Education at Jackson State University, was chosen by the group to direct the project.

During the first year, 1976, the committee centered its activities in four areas:

1. International Student Seminar
2. Faculty Study/Research Abroad
3. Student Study/Research Abroad
4. Foreign Lecture Series

The Student International Seminar was held April 2-4, at the Holiday Inn, Jackson, Mississippi. The theme was: "A New World Order: American Recognition and Responsibility." "Population in the Third World," "World Hunger," "Education and World-Wide Awareness," and the "Church's Effort and Responsibility to World-Wide Awareness," were major topics covered.

American and foreign students from the consortium schools, Fulbright International Scholars from Memphis State University, Vanderbilt University, and Tulane University were in attendance; and also, foreign students and faculty were in attendance from Millsaps College.

All participating schools took part in the Faculty and Student Study/ Research Abroad Program. During the summer of 1976, faculty and students studied in countries on the continents of Asia, Africa, and Europe, and

during the 1976-77 fall term one student studied at The University of Mexico, and another studied at Alliance Francaise in Paris, France. The foreign lecture series was initiated during the 1976-77 fall term.

The program has had a far-reaching impact on the participants, and on the communities of the respective institutions.

The primary objective of the International Studies Consortium of 1976-77 was to continue the program and to develop a greater awareness of and a knowledge about international relations, and to promote intercultural understandings among students and college/university personnel of the respective member institutions. Other concomitant benefits that derived from the consortium are as follows:

1. Shared general information on international exchange programs, particularly those offered through federal government sources.
2. Shared information with regards to privately funded programs such as those sponsored by foundations or other non-governmental agencies.
3. Utilized the services of Fulbright-Hays faculty and student advisors on the respective campuses.
4. Utilized the services of four Fulbright-Hays foreign scholars and of other visitors from abroad and consultants and lecturers.
5. Provided better assistance to the respective institutions in meeting the needs of campus foreign students.
6. Provided opportunities for sixteen faculty and students to do research and to study abroad.
7. Planned cooperative projects that were of interest and benefit to all participating institutions.

8. Utilized and involved many more persons from the larger campuses in consortium activities.
9. Sponsored the Second Annual International Students' Seminar. Keynote speakers were Dr. Francis Dennis, Ambassador to the United States from Liberia, and Dr. Luiz A. Silva, Fulbright Lecturer in Literature, Brown University. The theme of the seminar was "Cross Cultural Understanding: Preparing Students for a Changing World". Eighty-one persons registered for the seminar. The participants included American and international students from the consortium schools, Fulbright International Scholars from Auburn University, Washington University (St. Louis), and the University of Mississippi, faculty and administrators from the consortium schools. The seminar was a successful venture and an evaluation of the program has provided valuable input for the planning of future programs.

The primary objectives of the International Studies Consortium for 1977-78 was to continue the programs that were implemented during 1976-77. Also, in an effort to develop a greater awareness of and a knowledge about international relations, the consortium expanded the dimension of the program to include a foreign scholar-in-residence to be housed at one of the member institutions. The visiting professor and scholar-in-residence programs was proposed to increase the opportunities for visiting scholars from countries in other geographic areas to contribute to academic programs of United States universities interested in adding an international component to courses in all disciplines.

"The Mississippi Consortium of Colleges and Universities has accelerated interest in international studies by providing opportunities

for study, research, and contacts which otherwise would not have been possible; has created personal and professional contacts between the respective schools, and between American and foreign scholars, thus increasing cooperation and mutual understanding in the international scholarly world; and has increased the participants' understanding which they pass on to peers and colleagues."

One of the highlights of the program has been the Foreign Lecture Series and the International Visitors Program. Several times during each semester, Jackson State University scheduled lectures from foreign scholars and arranged community exposure for participants in the International Visitors' Program. These activities are carried out to further the university's efforts in promoting international understanding. As visitors came to the City of Jackson and to Jackson State University, many of them were interested in interacting with civic and community groups and public school students and teachers. Since many of the foreign visitors were educators themselves, this was an opportune time to share their experiences and expertise with the students and faculty at Blackburn Junior High School.

By being kept informed of the scheduled inservice activities for the junior high school faculty, I could coordinate my schedule of visitors with the particular school needs for a given day. Foreign visitors could then be used to address single classes, large assemblies, individuals, and other faculty members.

Foreign visitors provided the students with general information regarding their culture and life style, and facts about their native land relating to geography, economics, politics, education, traditions and trends. Most of these presentations blended in beautifully with

the individual teacher's class outline or lesson plan. In other instances, the presentation from a foreign visitor was correlated with some phase of the curriculum and brought about many positive results.

During the period of time the volunteer program was in effect, the consortium was concentrating on international affairs relating to Africa and the Caribbean. As a result, most of the visitors to the university were from those areas. Their presence at Blackburn Junior High School had a significant impact on the awareness of the cultural heritage of the predominately black student enrollment. The professional growth of teachers engaged in other inservice activities was also enhanced by the presence of a foreign scholar.

For example, on one occasion I was hosting the Secretary General of the Jamaica Teachers Association. She was interested in exchanging ideas with American teachers about the elementary and junior high curriculum as well as listening to high school choirs and bands. The visit was arranged at Blackburn Junior High School.

The results of this unique relationship, prompted by the University Professor Volunteer Program, are never ending. The consortium has made a commitment to Blackburn Junior High School to include them in the planning of an implementing of any phase of consortium activities.

ABOUT THE CONTRIBUTOR

Dr. Leon Howard is an Associate Professor of Educational Administration at Jackson State University, Jackson, Mississippi. He earned the Doctor of Education Degree in Administration and Supervision at Ball State University.

Dr. Leon Howard has held several administrative positions in higher education. He has been both a Rockefeller Fellow in Academic Administration and a Ford Fellow in Higher Education.

In addition to teaching full-time in school administration, Dr. Howard is currently engaged in research relating to leadership behavior of secondary school principals and the inservice programs of district superintendents. At Jackson State University, Dr. Howard is Director of the Mississippi College and University Consortium for International Studies and Coordinator of the National Student Exchange Program.

PROPOSED DESIGN FOR A VOLUNTEER PROGRAM

A. Problem Statement

B. Objective Related to Problem

C. Activities Related to Objectives

1. Recruitment Program

   a.

   b.

   c.

   d.

2. Training Program (this will be determined by your needs assessment)

   a.

   b.

   c.

   d.

3. Management Program

   a.

   b.

   c.

   d.

D. Evaluation (The Leggette Model)

FLOW FOR EVALUATION: THE LEGGETTE MODEL